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ABSTRACT

This final volume of reports on the evaluation of ESEA Title I projects in Philadelphia 1971-1972 is concerned with the cluster "Auxiliary Services to Schools and Pupils." In this report are examined the theoretical bases for the creation and integration of projects directed toward the broad-based career development goals of the School District of Philadelphia, and the degree to which these goals are facilitated by the common impact of the projects in this cluster. Projects included in this cluster are: Apparel Industry Training, College Placement, Counseling Services, Counselor Aides, and Motivation Program. Following a cluster overview, digest reports are given of the projects in the following format: identification and description of the project (rationale, objectives, operational characteristics, previous evaluations); current evaluation procedure (scope and design, instruments, subjects, analysis of data); results; and conclusions. (For related documents, see TM 003 230-232.) (DB)

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EVALUATION OF TITLE I ESEA PROJECTS

1971-1972

Volume IV

Auxiliary Services to Schools and Pupils

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EVALUATION OF TITLE I

ESEA PROJECTS
1971-1972

VOLUME IV

AUXILIARY SERVICES TO SCHOOLS AND PUPILS

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SOURCES OF INFORMATION

The evaluation of the "Auxiliary Services to Schools and Pupils" cluster and its component projects was designed, conducted, and reported by Hermine J. Chern, Research Associate, Frances R. Byers, Research Associate, Gloria S. Wesley, Research Assistant, and Herman L. Carter, Research Assistant. Miss Byers had major responsibility for the evaluation of the project, Counseling Services. Mr. Carter and Mrs. Wesley had primary responsibility for the evaluation of the projects, Counselor Aides and Motivation. The information dealing with the projects, Apparel Industry Training and College Placement was provided by Stanley Cohen and Robert Byrd; these data were reported by Stephen H. Davidoff.

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AUXILIARY SERVICES TO SCHOOLS AND PUPILS: CLUSTER OVERVIEW

This cluster report examines (a) the theoretical bases for the creation and integration of projects directed toward the broad-based career-development goals of the School District of Philadelphia, and (b) the degree to which these goals are facilitated by the common impact of the projects in this cluster. Separate evaluations of the noncommon features of the individual projects follow this cluster report. Each of the individual project reports should be interpreted in the context of this cluster report.

Projects included in this cluster are Apparel Industry Training (AIT), College Placement (CPP), Counseling Services (CSP), Counselor Aides (CA), and Motivation Program (MP).

The Cluster of Projects

Career development is a broad generic term which covers all planned educational experiences which provide an individual with the opportunity of becoming competent in selecting his future occupational goals. The concept of career development as one of the generally recognized responsibilities of public education is only 50 years old. This responsibility has developed largely as a result of economic and social changes which have accelerated in the past decade. The educational challenge is clear. Of course, the school does not and cannot make occupational choices for an individual student, but it can and should encourage him to see the necessity of accepting the responsibility for planning his future. Since children attend school during the years when they are expected to select and prepare for a future vocation, the school may be in a position to provide the most valuable vocational preparatory experiences.

What is needed is to provide the student with information and experience in the world of work, hobbies, and intellectual interests. This would begin in the earliest years and continue over a long span of time. These planned exposures to the larger world of work would be continuous and consistent with the student's development and awareness.

The broad-based career-development concepts which are embodied in the recent programs at the elementary and middle school levels must take into account the changing occupational and economic structure of our society. Since more specific occupational training will begin at the secondary levels, a reevaluation of the traditional structure of career education would seem appropriate.

Emerging from this reexamination of career education has been the development of three major goals which the School District believes must be a part of the auxiliary services to all students. Students must

be provided with (a) an awareness of career alternatives, (b) skills, motivation, and assistance for choosing future careers, and (c) assistance in the improvement of mental health. The five Title I projects seek to improve and expand these services and supplement other federal funding in the more specific area of vocational education. In this second year of examining these projects in a collective way, an attempt has been made to ask pertinent questions which seek to ascertain the degree to which these projects meet the goals of the School District.

Current Evaluation Procedure

The purpose of this 1971-'72 evaluation was to examine the degree to which the innovative components of this cluster are related to the attainment of the career-development goals of the School District. The cluster evaluation was focused on four questions:

Question 1. What are the essential elements of this cluster which contribute to the early development of positive values regarding work and education?

Question 2. To what extent does this cluster foster the development of a satisfying relationship with an esteemed adult?

Question 3. To what extent does this cluster provide information about education and work?

Question 4. To what extent does this cluster provide experiences with a variety of vocational models, settings, and activities which lead to familiarity with the world of work?

To help in answering these questions, common data-gathering instruments such as the Observational Checklist, questionnaires, and interviews were used. Descriptive data were obtained to determine the degree of congruence between project operation and School District goals.

Results

Data relevant to Question 1. What are the essential elements of this cluster which contribute to the early development of positive values regarding work and education?

Two projects in the cluster were found to be facilitating this career-development goal. The Counselor Aides project was seen to provide paraprofessional support to the school guidance counselors. By performing clerical tasks, the aides relieved the counselors of some parts of the job which did not require professional training. In this way, the professionally trained counselors were able to offer intensive help and devote more time to students in an effort to attain this goal.

The Counseling Services project was found to be staffing parochial elementary schools with educational specialists who identify and remediate environmental conditions which tend to cause behavioral disabilities in children. This preventive program has been designed to eliminate many of the social and emotional barriers which hinder the full development of the child.

Data relevant to Question 2. To what extent does this cluster foster the development of a satisfying relationship with an esteemed adult?

The projects which were designed to develop personal interaction, confidence, and cooperation between the participating students and adults were found to contribute to a great extent to the attainment of this goal.

In the Counseling Services project this relationship was fostered between the students and the educational specialists (educational and community consultants who work with teachers, parents, and pupils). In the Counselor Aides project, the aides provided a positive atmosphere and gave immediate and direct service to students. Their activities when combined with the role and function of the professional counselors also contributed to the attainment of this goal.

The Motivation Program and the College Placement project, both focusing on career development, require a satisfying relationship between the student and the adults who operate the project if the career-development goals of the School District are to be met. Evidence of a satisfying relationship between the students and adults is cited in the individual project reports.

Data relevant to Question 3. To what extent does this cluster provide information about education and work?

While all of the projects in the cluster provide information about education, two specific projects, Motivation and Apparel Industries Training, are concerned with the world of work. The Apparel Industries Training project seeks to enhance the vocational preparation of students by providing specific skill training in an occupational area which will be considered for future employment. The Motivation Program contributes to the students' awareness of career alternatives and provides active assistance to those students who have the ability and desire for some form of post-high school education.

Data relevant to Question 4. To what extent does this cluster provide experiences with a variety of vocational models, settings, and activities which lead to familiarity with the world of work?

The two projects cited in Question 3, Apparel Industries Training and Motivation, made significant contributions to this career-education goal. Students received either exploratory experiences in an occupational area or specific training in an occupational area which was not previously available according to the standards set by industry. In the Motivation Program, community leaders in industry, commerce, and the professions, and other talented residents, offered themselves as hosts to groups of students in order to stimulate their interest in advanced education. In addition, students visited area colleges frequently and also attended a wide variety of cultural events.

Conclusions and Implications

The direct services to students which are provided by some aspects of the five projects in this cluster are contributing to the three career-development goals of the School District. More specific conclusions regarding each project are described in complete detail in the individual project reports which follow. Auxiliary services must supplement instructional programs if the basic disadvantageous conditions are to be compensated for.

The results of these projects tend to suggest further research on two key issues. First, considerable effort must be made toward an examination of these projects in terms of their effect upon the decision making of students, such as (a) curriculum decisions at the secondary level and (b) a tentative occupational choice. With the proliferation of existing research concerning occupational choice, the auxiliary services should be examined in terms of their impact upon curriculum and occupational choice. It is imperative to know whether these projects have altered or clarified the career-development patterns of students, and which aspects of these projects are proving most effective.

More difficult, but equally essential, is an examination of attitude change among students as a result of these programs. Because one essential goal of the School District is the improvement of students' mental health, a positive attitude toward school remains a consistent goal. While the measurement of this goal is difficult, ways must be found to determine impact of the respective projects upon two variables: (a) attitude toward school, and (b) career decisions, both curricular and occupational. It is clear that these five projects represent only a partial effort toward providing the needed auxiliary services for all students. Locally funded programs and other federally funded projects all make a contribution toward the providing of services in the areas of career development, occupational or skill education, and counseling and guidance. Continued efforts must be made to provide youth with not only the basic cognitive skills, but also all of these services which will enable them to become productive and mentally healthy adults.

APPAREL INDUSTRY TRAINING
(PBRS #211-04-851)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume.

The Apparel Industry Training (AIT) project is a contractual service between the School District and the American Management Center. AIT will develop curriculum materials which will be used to prepare students for entry-level positions in the apparel industry. The information contained in this report was provided by the project director.

The apparel industry employs approximately 65,000 persons in the Philadelphia area. However, there is a critical shortage of persons who are trained and skilled in power sewing machine operation. The School District of Philadelphia is currently providing courses of instruction in power sewing at 17 schools. The School District has engaged the services of the apparel industry to revise the curriculum so that it will better meet the needs and requirements of that industry.

Objective 1. To update and/or revise curriculum materials to meet the needs and requirements of the apparel industry.

Objective 2. To develop a systematic procedure for providing effective training and industrial orientation.

Current Evaluation Procedure

A descriptive evaluation was used during the 1971-1972 school year, assessing the current status of the project with respect to its goals.

Results

Data supplied by the project director indicate that four activities related to curriculum development and instructional procedures were completed as follows:

1. Exercises. A series of 20 exercises with their time standards (as used in the industry) has been developed. Each student will be taught the basic functions of the machine while using exercises 1-20. These exercises will train the students in hand and eye coordination, proper placement, finger dexterity, etc.

2. Terms and Terminology. A handbook listing the terms and terminology used in the apparel industry has been prepared for the students. It contains brief definitions of terms used in ladies' apparel, men's apparel, and knitted outerwear industries. It will provide the students with the working language of this industry.

3. Description of Operations. A handbook, listing all the operations that might fall in the making or constructing of a lady's dress, a man's suit, a pair of slacks, a sweater, a bathing suit, has been prepared for the students. Description of each sewing operation and the type of machine used for the operation is included. This particular handbook will provide the students a working knowledge of sewing operations which will help students determine the type of operation best suited for them.

4. Job Descriptions. A booklet has been compiled which will inform students of the types of jobs available in this industry and the responsibility that goes with each job. Each job is described in detail with the reporting procedures and responsibilities. Jobs such as cutter, pattern maker, sample maker, fashion designer, grader, supervisor, production manager, and plant manager are described.

Conclusions

It is believed that the revision of curriculum and job analysis will facilitate learning and provide students with entry-level job skills which are required of power sewing machine operators.

An evaluation of the curriculum materials and instructional procedures will be conducted during the 1972-1973 school year when students begin to use the materials in the classroom.

COLLEGE PLACEMENT
(PBRS #211-04-809)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume. The information contained in this report was provided by the project director.

The large number of secondary school students who are interested in attending college, in relation to the limited number of guidance counselors, has produced a direct need for additional agencies to provide the necessary information and guidance.

The College Placement project (CPP) addresses itself to this need. It particularly seeks to help students who require financial support and who have not achieved "high" (i.e., A or B) grades and are reluctant to seek information.

The project directs students to colleges and universities that will most likely meet their individual needs and assists students in gathering and providing the data required for the application form.

The key goals of this project are as follows:

1. To place at least 50% of all applicants in colleges or universities.

2. To investigate and obtain sources of financial aid for at least 50% of all applicants requesting aid.

Current Evaluation Procedures

A descriptive evaluation was used during the 1971-1972 school year, assessing the current status of the project with respect to its goals.

Results

Results of the project are summarized in Table 1 below. As of May 1, 1972, 63% of the project participants had been accepted into college. Thirty-four percent of those accepted into college have received financial aid.

TABLE 1

SUMMARY OF STUDENT STATUS TO MAY 1, 1972

Status	Number of Students
Students interviewed.	662*
Students accepted into a college or university.	419
Cases pending.	243
Financial aid received.	141

*Note: This figure includes high school graduates and current seniors.

Conclusions

The data revealed that CCP is tending to fulfill its objectives. It has exceeded its original placement goal by 13 percentage points. Although the financial assistance goal appears to be lagging by 16 percentage points, the project director reports that most of the qualified students will receive aid by August 15, 1972.

COUNSELING SERVICES
(PBRS #211-06-614)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume.

The Counseling Services project (CSP) offers preventive counseling services to 14 nonpublic schools in target areas; by providing educational and community consultants who work with teachers, parents and pupils in Grades K-3.

With the goal of enhancing the child's positive experiences as he enters the school, CSP has developed the following as its principal objectives:

Objective 1. To provide small-group discussions for pupils within Grades K-3.

Objective 2. To provide diagnostic and counseling services to pupils.

Objective 3. To provide parent-child orientation programs and other services to enhance the involvement of parents in their children's education.

Objective 4. To provide teachers with in-service training in child development.

There are four basic services which are offered in all the participating schools: (a) small-group discussions with children, (b) individual diagnostic and counseling services where necessary and appropriate, (c) involvement of parents in the basic education of their children, and (d) faculty in-service programs.

Current Evaluation Procedure

The 1971-1972 evaluation of CSP has focused primarily on the project's four objectives. In addition, an attempt was made to measure the overall effectiveness of the project as perceived by the principals and teachers in the participating schools. Complementary data were also gathered concerning the additional activities performed by project personnel in response to needs which varied from school to school.

Major foci of the current evaluation were the following questions:

1. How effectively has CSP provided small-group discussions for pupils?

2. How effectively has CSP provided diagnostic and counseling services to pupils?

3. How effectively has CSP involved parents in their children's school experience?

4. How effectively has CSP provided in-service training to teachers?

5. How satisfactory have teachers and principals found the services provided by CSP?

To answer each of the focal questions, both qualitative and quantitative measures were used.

The qualitative measures included (a) interviews with project personnel and school personnel directly involved with the project, with the interviews structured so that specific questions concerning each CSP goal could be answered for all participating schools, and (b) questionnaire data collected from participating school personnel.

Quantitative data were extracted mainly from the statistical summary reports made by CSP personnel as to the number and types of services they provided during the school year.

Instruments used were the Observational Checklist, and the newly revised Teacher and Principal Opinionnaire. (Copies of both of these are on file in the Research Library of the Board of Education.) The Observational Checklist was used to record data during monitoring visits and interviews.

Twenty-eight visits to the 14 participating schools were made by the evaluator, two visits to each school. During those visits, 86 interviews were conducted with school personnel (many were interviewed twice) -- 23 with principals, 61 with target teachers, and 2 with non-target teachers.

Results

Data relevant to Question 1. How effectively has CSP provided small-group discussions for pupils?

Small-group discussions (or some variant, such as the "fish-bowl" or gaming approach) were regularly taking place in nearly all target-grade classrooms (K-3) of all schools, usually daily, so that each child participated at least once a week. When last visited, 12 schools

had discussions conducted regularly by some of the teachers on the days when the CSP team was not present in their school.

A compilation of data from the weekly statistical reports filed by each CSP team revealed that 2,136 small-group discussions were conducted between September and June.

Eighty percent of the school personnel interviewed spoke favorably of the discussions. The main benefits mentioned were a knowledge of the children which the teachers would not otherwise acquire and a conspicuous difference in the behavior of the children. The children who had been exposed to CSP were more vocal, more able to listen to other persons' opinions, more able to accept corrections, and had fewer temper problems. The small-group discussions were considered by many to be the most valuable activity in CSP.

Four persons interviewed disliked the discussions. Some felt inadequately prepared to conduct discussions properly (one said that they made her feel nervous), but most frequent criticisms were an unwillingness to leave the rest of the class unattended (suggesting that the counselor conduct the discussions) and the fact that the children became noisy and were hard to settle down afterwards. One teacher felt uneasy about "changing her personality" in the discussion from that which she regularly assumed as teacher.

Table 1 summarizes the responses of the 67 principals and teachers to a questionnaire item, "Please check what you consider to be the main benefits of small-group discussions."

An open-ended question pertaining to the value of the small-group discussion elicited varying responses. The aspects of small-group discussions which the responding school personnel disliked were mainly the difficulties involved in scheduling time for the discussions and in getting supervision for the rest of the class, with the teacher relucant to leave them unattended. Ten respondents found that the children did not take the discussions seriously and became undisciplined either during them or after they returned to their classrooms. A lack of structure and/or a poor choice of topics was a matter of concern to four respondents as well as the teacher's inexperience in choosing good topics and leading the discussion well. While two respondents viewed the discussions as ineffective with very young children, because they must be constantly directed to focus on the topic, two others felt that their children had benefited and three wanted more time to be allocated for the discussions so that they could be held more often. Seven had no objections at all.

TABLE 1

SUMMARY OF PRINCIPAL AND TEACHER RESPONSES ABOUT BENEFITS OF SMALL-GROUP DISCUSSIONS

Benefits of Small-Group Discussions	Number of Responses* (N=67)	
	Principals	Teachers
Increased understanding of children by teacher	13	39
Increased understanding of teacher by children	9	28
Increased understanding of children by each other	12	35
Greater sense of cooperation among children	8	18
Greater vocabulary and/or speaking skill developed	5	16
Greater sense of self-assurance in the children	7	22
More self-controlled behavior	5	13
A means of breaking up the class into smaller groups which can be worked with separately	7	15
Made it easier for the teacher to handle the class	3	5
Other	0	7

*Note: The respondents were free to check more than one response.

Data relevant to Question 2. How effectively has CSP provided diagnostic and counseling services to pupils?

The staff in all schools referred the problems of individual children to the CSP teams who referred them to outside agencies for further help when necessary. Most of the school staff wanted the CSP team to spend more time in this activity including more follow-up on individual cases. One teacher felt that individual testing and evaluation was needed more by older children, and personnel in all schools wished this service to be extended to the upper grades.

The CSP statistical report revealed that between September 7, 1971, and June 9, 1972, the seven teams made a total of 1,493 contacts in which they provided preventive or treatment services to individual children identified as having psychological or academic problems. Ninety-three children received psychological testing, and 1,876 conferences were held with the families of children with particular problems.

Sixty-four respondents to the Teacher and Principal Opinionnaire said that they referred individual children to the CSP teams. The results were described by 32 respondents as "excellent," or "very helpful," and by four as "adequate" or "handled as well as possible." Five noted improvement in some but not all of the problems. In four other instances, either help was begun too late to be effective or it was too soon to tell how satisfactory the results would be. The problems of some children were not followed up to six respondents' satisfaction or were not resolved as quickly as they would have liked. Two complained that the teacher had to pursue the team to learn of the progress of a given case; two others requested that the team report information back to the teacher more quickly and readily. One teacher acknowledged that the team gave the child more individual attention than she could have given.

Because this activity has been emphasized by school staff as of primary importance, they were asked, "Should more of the CSP team's time be spent working with the problems of individual children (at the expense of other activities, like small-group discussions, in-service training, ...)?" Of the 61 who replied, 44 (72%) said yes, 9 (15%) said no, and 6 (10%) did not know. Two qualified their answers by stating that the team must be flexible; it all depends on what the children need.

Data relevant to Question 3. How effectively has CSP involved parents in their children's school experience?

The teams in all schools attempted to maintain regular contact with the parents, through the Parent-Child Orientation and Parent as a Home Teacher programs, individual meetings and home visits, participation in the Home and School Associations, and other activities. Attendance at meetings generally was good initially (50%-100%) but it usually tapered off at subsequent meetings. Teachers in at least three schools explained that a lack of success in maintaining regular parental involvement was the fault of the parents, not of the team; they were doing as much as they could. Parents were said to be interested in nearly all of the schools but did not participate in school activities for a variety of reasons; e.g., they worked during the meeting times, they could not leave the rest of the family unattended, or they were afraid to attend meetings at night in their neighborhood.

In the Teacher and Principal Opinionnaire, 65 responded to the item "Do parents seem to show more interest in their children's education as a result of CSP activities?" Thirty-two (49%) said yes, 17 (26%) said no, 12 (18%) did not know, 3 (5%) said that some parents do, while 1 (2%) stated that parents have at least greater understanding if not greater interest.

The school staff was asked in the questionnaire, "Has the Parent as a Home Teacher program been carried out as extensively as you would like?" Of the 60 who responded, 30 (50%) said yes, 22 (37%) said no, and 8 (13%) did not know. If they responded no, they were asked what more should be done. Few suggestions were forthcoming. Six respondents wanted the team to try to interest the parents by starting

the program earlier in the term, maintaining it more steadily during the year with more meetings (to check on its progress), and concentrating less exclusively on the tasks so that the staff can become better acquainted with the parents. Adult education and follow-up activities also were suggested, like teaching-game circulars which could be sent home.

The respondents recognized the difficulty in carrying out this program (two considered it ineffective and two others suggested that the same end be accomplished somehow through different means), and that little can be done when most of the parents work. Three others stated that the program improves each year and it must be adaptable to suit the locale of each school. An attempt was made by the CSP teams in all 14 schools to contact and inform parents on school matters other than on an emergency "problem" basis.

According to the project's statistical report, the CSP teams participated in 19 regularly scheduled home and school meetings, and in 85 smaller parent meetings.

Table 2 summarizes the responses of the 67 principals and teachers to a questionnaire item, "Check the activities which have been most effective in arousing parent interest."

TABLE 2

SUMMARY OF PRINCIPAL AND TEACHER RESPONSES ABOUT THE EFFECTIVENESS OF PARENT ACTIVITIES

Parent Activities	Number of Responses* (N=67)	
	Principals	Teachers
Parent-Child Orientation	7	17
Parent as a Home Teacher program	6	21
Adult Education seminars	0	2
Individual meetings with parents about their children's own problems	7	20
Visits to the homes by the Community Consultant and/or the Community Aide	4	20
Attendance of the CSP team at Home and School Association meetings	1	9
Other	0	0

*Note: The respondents were free to check more than one response.

The teachers and principals were asked, "What activities of the Community Consultant do you consider most important?" Home visits comprised 17 (28%) of the 60 responses. Also cited were the consultants' role as mediators between the home and the school, their contacts with community resources and agencies, the Parent-Child Orientation program, the Parent-Child Living program, and their ability to meet needs as they arise. The respondents requested that the Community Consultants do more follow-up work on parents who do not attend meetings, and give more feedback to the teachers about the results of their visits with parents.

Data relevant to Question 4. How effectively has CSP provided in-service training to teachers?

In-service faculty meetings took place as often as needed, usually once or twice weekly, with the target-grade teachers in all 14 schools.

The CSP statistical report revealed that CSP teams attended 104 faculty meetings. The teams held 3,944 individual consultations, particularly to help the school staff treat the psychological and academic difficulties of certain children, to plan sessions for "preventive" school and classroom strategies, and to train teachers for activities like small-group discussions.

The CSP teams also demonstrated new teaching strategies and helped to implement the existing curriculum. Activities such as these were carried out 864 times during the academic year.

The school personnel viewed in-service training with varying degrees of enthusiasm (from one teacher who thought that it wasn't necessary to the overwhelming majority who wished that more training were given). The main difficulty cited was lack of time for in-service meetings. However, a typical reaction was given by one teacher who said that she "can't begin to tell you the avenues it opened."

Of the 52 principals and teachers who responded to the questionnaire item about the in-service training they would like to have in their schools next year, 23 (44%) wanted more, 17 (33%) wanted about the same as this year, 1 (2%) wanted less, and 11 (21%) did not know.

The aspects of in-service training that they would like to see emphasized were training in techniques in handling individual problems and understanding children better, in conducting small-group discussions and in specific skills like teaching reading, science, etc. Five respondents were unsure as to what aspects of in-service training was available, since they had not received any.

Twenty-two respondents said that the major difficulties in carrying out effective in-service training hinged mainly on the problems of arranging it into an already crowded schedule. However, it was felt

that problems could be solved in arranging regular sessions, perhaps at the monthly faculty meetings. At the beginning of the school year such meetings are needed most so that new faculty members may meet the CSP team and learn of the services they provide.

Few difficulties were experienced in three cases, but six persons said that the CSP teams should be more sensitive to the needs of the teachers. A lack of teacher motivation and cooperation also was cited.

Data relevant to Question 5. How satisfactory have teachers and principals found the services provided by CSP?

In nine schools, the principals and teachers interviewed spoke very positively of the project. In the other schools, most of the principals and teachers liked the CSP team members personally, but had reservations about certain aspects of CSP.

Most frequently praised were the teams' willingness to do more than was expected, their beneficial effect on the children, their being a resource to whom the faculties looked when problems arose, their recognition of children's problems, and their access to various outside agencies to help both the children and their parents.

Negative comments were relatively few: the change in CSP personnel from year to year breaks the continuity in a school, especially since target teachers are frequently transferred; there was not enough time to confer with the team; and some team members seemed overly critical of prevailing school practices. Two principals also wondered aloud whether some other federally funded program, e.g., Parent Aides, might meet more of the school's needs.

For the planning of future CSP programs, school personnel suggested the following: make the activities more flexible to meet the school's needs; extend the program to the upper grades; assign the team to the school full-time; assign the same team to a school in consecutive years; do more to involve the parents and the community; work with the problems of individual children; and follow up the cases more thoroughly.

Table 3 summarizes the responses of the 67 principals and teachers to a questionnaire item, "Check the phrase which best describes the part played by the CSP team in your school's 'family'."

The children seemed to regard the CSP personnel, according to 45 respondents, in a warm, friendly way, according them the respect due members of the faculty. Since the children found them understanding, it was easy for them to confide in them. Eight respondents said that some students did not take seriously their work with the team and became undisciplined at times.

TABLE 3

SUMMARY OF PRINCIPAL AND TEACHER RESPONSES ABOUT THE ROLE OF THE CSP TEAM IN THE SCHOOL

Role of CSP Team	Number of Responses (N=67)	
	Principals	Teachers
Indispensable	2	8
Usually valuable	9	22
Occasionally valuable	2	19
Of little help and not really necessary	0	2
Of no help	0	1
Harmful	0	0
Other	0	1

One might expect the overall behavior of the children who have been exposed to CSP to be different from (presumably better than) that of similar children who have not participated in it. In the questionnaire, 37 respondents (58%) said that they could tell a difference, 12 (19%) said no, and 15 (23%) could not tell, because they had not taught similar children previously. Among the differences cited by 11 respondents were that (at least some of) the children were better able to express themselves, more outspoken, and more relaxed. Fifteen also found them more open to the feelings of others, more friendly and cooperative, less shy, causing less trouble, and displaying better classroom behavior. Some children acquired better study habits and developed better listening skills. Three respondents said some children exposed to CSP were more uncontrollable, spoke out too freely, or were generally not as well adjusted as children who had not been exposed to CSP.

The relative importance of the CSP activities. In Table 4 are tabulated the responses of the 67 principals and teachers to a questionnaire item in which they rated the importance of each of the four CSP activities.

When asked whether teachers other than those of the target grades (K-3) wished to participate in one or more aspects of CSP, 40 (60%) of the participating teachers and principals who responded said yes, citing mainly the assistance with the problems of individual children and their families and small-group discussions as the aspects which attracted them. Home visiting, in-service training, the testing of children, and just the opportunity to discuss school matters with professional colleagues also were mentioned.

TABLE 4

SUMMARY OF PRINCIPAL AND TEACHER RESPONSES ABOUT THE IMPORTANCE OF CSP ACTIVITIES

Response (1=most important)	Small-Group Discussions (N=67)		In-service Training (N=67)		Individual Services (N=67)		Parent/ Community Involvement (N=67)	
(9=least important)	Prins.	Tchrs.	Prins.	Tchrs.	Prins.	Tchrs.	Prins.	Tchrs.
Most Important								
1	4	22	0	0	2	11	2	8
2	1	7	1	6	2	12	3	7
3	3	4	0	4	3	7	2	14
4	1	2	4	5	1	4	2	6
5	1	3	2	4	0	1	1	4
6	0	1	1	2	0	1	1	3
7	1	1	1	1	0	2	0	0
8	1	5	1	2	2	2	0	2
Least Important								
9	1	5	0	2	2	4	2	5
No answer	0	4	3	28	1	10	0	5

In order for the school staff to suggest how the CSP program could be best carried out, the following questions were asked of the teachers and principals.

"Would you like CSP to continue in your school next year?" Of the 63 who responded, 48 (76%) said yes, 3 (5%) said yes but not as the program is presently set up, 2 (3%) said no, and 10 (16%) said that they did not know.

"What do you consider to be the greatest obstacles to the success of CSP in your school?" Thirteen responsdents cited scheduling pressures. Mentioned by at least five each were change of team personnel, lack of parental involvement, lack of team planning and integration or CSP services, and lack of communication between the faculty and the team. Eight school persons felt that the team did not spend enough time at their school, since they were there only two days per week. A lack of sensitivity to the real needs of the school was cited by four respondents. Inadequate follow-up in individual cases, too many meetings or classroom interruptions, and a lack of teacher involvement in CSP, were cited in three instances each.

"What changes should CSP make to be more effective in your school?" Ten persons asked for more psychological services to individual children and thirteen wanted more parent-child counseling. Sixteen wanted more time spent with the children, especially in the classroom. Also requested were greater program flexibility, so that CSP can best meet the needs of each school, more in-service training, better communication between the team and the faculty, and that the team be available to the teachers of all grades and spend full time in one school. Asked what the team should spend less time doing, ten respondents suggested less work in the office and paper work, fewer small-group discussions, and fewer classroom interruptions.

Complementary Data

Additional activities of CSP teams. All CSP teams engaged in activities designed to meet specific needs that arose in their schools in addition to those directed toward the project's primary objectives. At least 40 such activities were reported, including various programs with classes in the upper grades, referrals from teachers of upper grades, tutoring programs, physical education programs, additional attempts to involve parents in school affairs (e.g., early morning "coffee talks," workshops in "parent effectiveness," leadership, and child development, discussion groups in the homes, setting up a Parent Advisory Board), reading and language arts programs and in-service workshops, consumer education libraries that were open to the community, getting volunteer aides to assist teachers in the classroom, special incentive programs for students (e.g., student council, merit systems, "student of the week"), and programs in preventive dental care.

In addition, the CSP personnel had 1,278 conferences with representatives of community agencies and met with parish pastors on 180 occasions.

Suggestions for the maximum effectiveness of CSP cited by the CSP teams, similar to suggestions made by school staffs, included the following: (a) a greater flexibility in meeting the needs of the individual schools by offering a variety of programs from which could be selected and emphasized only those which are considered by school and team personnel to be appropriate, (b) the assignment of a team full-time to one school so that its activities will not be "spread thin," (c) the ability to work only with the teachers who are interested and cooperative, eliminating the need to "sell" CSP programs or to persuade reluctant school personnel to participate, (d) the availability of the team to all grades where they are wanted, and (e) the provision of a strictly clinical component in CSP, including a pediatrician, available for more specialized diagnosis and treatment than the teams can provide, and eliminating the need to seek outside agencies and refer children and their parents to them.

Conclusions

Question 1. How effectively has CSP provided small-group discussions for the pupils?

More than 85% of the teachers and principals considered that the discussions contributed to a greater understanding of the children by each other (70%), an increased understanding of the teacher by the children (55%), greater self-assurance (43%), cooperation (39%), and vocabulary and/or speaking skill (31%) in the children.

Question 2. How effectively has CSP provided diagnostic and counseling services to pupils?

Referrals have been made in all schools. Preventive or treatment services were provided to individual children with psychological or academic problems on nearly 1,500 occasions and nearly 1,900 conferences were held with their families. Work in this area is considered greatly needed in all schools.

Question 3. How effectively has CSP involved parents in their children's school experience?

To a limited degree. However, each school's location or neighborhood situation has had a significant effect upon parent involvement. In areas where parents are available during the day, a greater degree of flexibility for day or evening meetings has been possible.

The activities cited by school personnel as most effective in arousing parent interest have been the Parent as a Home Teacher program, individual meetings with parents about their own children's problems, the Parent-Child Orientation program, and visits to the home by the Community Consultant.

Question 4. How effectively has CSP provided in-service training to teachers?

In-service training of teachers has been conducted in all schools and has been generally found quite valuable by the teachers and principals.

Question 5. How satisfactory have teachers and principals found the services provided by CSP?

Quite satisfactory. The contribution of the teams was considered valuable by more than 90% of the teachers and principals, many of whom wanted their team to be assigned full-time to their school, and the project to be made available to interested teachers in all grades.

The CSP programs were generally well received, but staff members in nearly all schools requested a more flexible approach to the activities emphasized in their school; needs vary from school to school. On the whole, however, more work with the problems of individual children and greater parental involvement were cited as major needs.

Evaluator's Comment

The success of a project like CSP requires two-way cooperation between the school and the team personnel. Its efforts are hampered if one party must pursue the other to obtain needed information or collaboration. However much the team may try to open and maintain lines of communication (by arranging meetings, activities, etc.), in some schools the task is made extremely difficult by a "tone" of halfhearted acceptance by the faculty. It seems that there is little the team can do to overcome such a handicap, so it must be recognized that while the project may be beneficial in certain activities, it cannot reach its full potential in such a setting.

It is recommended that the project staff meet with the school staff prior to the beginning of the school year to discuss fully project goals and activities and to consider the needs and suggestions of the school personnel. This joint cooperation in setting up the program for the coming year may do much to foster the spirit of open communication which is essential and ensure that CSP is meeting the particular needs of each school.

COUNSELOR AIDES
(PBRS #211-03-508)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume.

The Counselor Aides (CA) project provides 28 paraprofessionals (counselor aides) who assist counselors in 14 senior high schools and 7 junior high schools.

The CA project is a response to recent federal legislation which has created greatly increased demands for personnel to provide relevant services and has resulted in the development of a new group of personnel positions which are variously referred to as auxiliary, technical, non-professional, paraprofessional, or support personnel.

Principal objectives of the CA project are the following:

Objective 1. To give immediate and direct service to pupils, parents, teachers, and others who come into the counseling area.

Objective 2. To respond appropriately to telephone calls into the counseling office.

Objective 3. To gather and organize pupil information needed by other school services or counseling agencies or for preparation of summaries and recommendations.

Objective 4. To assist counselors in accomplishing particular counseling program objectives.

Objective 5. To assist in organizing, maintaining, and distributing resource materials on educational, occupational, and recreational opportunities for students.

Twenty-eight counselor aides are assigned to 14 senior high schools and 7 junior high schools (see Table 1). They assist counselors by acting as receptionists, by answering requests for routine information, by giving direct service on routine matters assigned by the counselors, and by performing clerical activities related to the counseling job. In general, they were selected on the basis of these qualifications: high school graduation, liking for children, ability to establish good relationships with people, intelligence, integrity, and typing skills. The counselor aides normally work in or very close to the counselors' offices, and have their own desks, chairs, and typewriters.

TABLE 1

LOCATION OF COUNSELOR AIDES

District	Senior High		Junior High	
	School	Aides	School	Aides
1	Bartram	2	Catto	1
	West Phila.	2		
2	Franklin	1	Audenried	1
	Wm. Penn	1	Barratt	1
3	South Phila.	2		
	Bok	2		
4	Dobbins	2		
	Gratz	2		
	Overbrook	2		
5	Edison	1	Stetson	1
	Kensington	1	Wanamaker	1
	Mastbaum	1		
6	Germantown	1	Roosevelt	1
			Wagner	1
7	Frankford	1		

The evaluation of 1970-1971 found that counselor aides have greatly facilitated access to counseling services in all cases by reducing the waiting time of clients to a median of two minutes. Their specific involvement in the counseling process may vary depending on the needs of the particular schools. However, a large part of their activity involves the giving of immediate and direct service to pupils, parents, teachers, social workers, and others who come into or telephone the counseling offices.

Current Evaluation Procedure

The 1971-1972 evaluation has been an extension of last year's evaluation design. It was focused on the activities performed by the counselor aide and their effect on the overall counseling process. Answers to two questions were sought:

1. To what extent have counselor aides been performing their tasks as stated in the project's five objectives?

2. To what extent have counselor aides facilitated students' and adults' access to counseling services?

Question 1. To what extent have counselor aides been performing their tasks as stated in the project's five objectives?

Twenty-eight of the counselor aide positions were funder under Title I, ESEA. Monitoring was systematically conducted on 27 of the 28 federally funded counselor aides in all 21 schools, with the help of the Observational Checklist. (A copy of the checklist is on file in the Research Library of the Board of Education.) Observational data were summarized descriptively and in terms of frequency.

Question 2. To what extent have counselor aides facilitated students' and adults' access to counseling services?

The evaluation team observed counseling offices of the participating schools at different times during the day and recorded clients' waiting times and the disposition of their cases. The Counselor Aide Recording Form, a time checklist developed by the evaluation team, was used. (A copy is on file in the Research Library of the Board of Education.) The form provides space for the observer to record (a) the time when a person entered the counseling office, (b) the type of client (student, parent, or other), (c) whether the visit was made with or without an appointment, (d) the reason for the visit, (e) total waiting time, and (f) final disposition made.

These data were gathered during the same visits which provided data relevant to Question 1.

A review was made of the data to determine the number of persons served by the counselors and the number of persons provided with counseling services by the counselor aides. A frequency distribution was made to determine the average waiting time of clients.

Results

Data relevant to Question 1. To what extent have counselor aides been performing their tasks as stated in the project's five objectives?

Twenty-one visits to participating schools were made by members of the evaluation team between November, 1971, and May, 1972. Fourteen of the visits were made to senior high schools and seven were made to junior high schools.

Six of the visits lasted for one hour each and three lasted for an hour and a half. In no case did a visit last less than 30 minutes.

On each visit, the evaluation team observed counselor aides performing some phase of the stated objectives. In instances where certain activities were not observed, personal interviews revealed that the activities were performed at some other point during the day (See Table 2).

The data indicated that the counselor aides performed a variety of duties on a paraprofessional level, and had responsibilities to the counselors, general pupil population, and to the community.

All of the following duties were observed being performed by the counselor aides:

1. Answering and making telephone calls and appointments for counselors.

2. Receiving incoming students, parents, teachers, and other school personnel, probation and attendance officers, and personnel from various colleges.

3. Typing both routine and special forms for counselors, as well as producing all duplicated materials. These special forms include requests for financial aid, discipline and psychological transfers, transcripts, monthly counseling reports, and other records.

4. Maintaining records of such things as specific programs, college information, early dismissals, late slips, and forms and letters to parents.

At the senior high school level, additional paraprofessional duties performed included the following:

1. Ordering office supplies.

2. Making college catalogs and other post-high school information available to students and posting notification of college representatives' visits.

TABLE 2

SUMMARY OF OBSERVATIONS DURING 27 VISITS

Aide Activity	Number of Observation Visits		
	Activity Performed	Activity Lacking	Activity not Appropriate during Observation
Answer phone.	27	0	0
Make phone calls for counselor	27	0	0
Receive incoming students.	27	0	0
Make appointments for students.	27	0	0
Typing and filing for counselor.	26	1	0
Handle special forms.	27	0	0
Maintain college information services.	21	6	0
Process late students.	14	0	13
Send forms to parents.	24	3	0
Maintain file for early dismissal.	21	6	0
Compile daily attendance flier.	7	20	0
Maintain record of test scores.	18	9	0
Handle information on special programs.	24	3	0
Order office supplies.	26	1	0
Handle scholarship information and applications.	19	8	0
Handle transcripts.	24	3	0
Handle student-rank information.	8	19	0
Prepare and maintain bulletin boards.	14	0	13
Supervise student aides or assistants.	11	0	16
Sort and distribute mail.	9	0	18
Handle working papers, job referrals, employment information.	10	0	17
Prepare probation and pupil personnel information.	20	7	0
Distribute tokens and/or other monies.	12	15	0
Screen all visitors to area.	27	0	0

3. Ranking of students for various reasons, especially 12th grade students.

4. Scheduling and supervision of student aides who work in the counseling office.

5. Maintaining records of all dropped, discontinued, or transferred students.

6. Keeping a record of all job references, and students who are employed on a part-time or full-time basis.

7. Maintaining all bulletin boards.

At the junior high school level, the counselor aides had the additional responsibility of handling and distributing school tokens and emergency monies to pupils.

Data relevant to Question 2. To what extent have counselor aides facilitated students' and adults' access to counseling services?

Data collected in the participating schools by the evaluation team indicated that clients made 64 visits to the counseling office during the time the observer was recording visits. In most instances (54 visits) waiting time was negligible. The average waiting time experienced by the ten other clients was two minutes and forty-six seconds. The average waiting time experienced by clients was two minutes and forty-six seconds. The average waiting time experienced by clients across all visits was thirty-eight seconds.

Forty-four of the visits made were made without appointments. Fifty visits were made by persons who wanted to see the counselor. Twenty-six of those persons were serviced directly by the counselor aide; only 24 had the need for professional counseling services.

The counselor aides provided direct services to 40 of the visitors and some form of service to all 64.

Conclusions

Question 1. To what extent have counselor aides been performing their tasks as stated in the project's five objectives?

In every observation visit, counselor aides have been found performing some phase of the project's stated objectives. Interviews with counselors and aides have indicated that at various times the aides perform all of the activities cited in the project's stated objectives.

Question 2. To what extent have counselor aides facilitated students' and adults' access to counseling services?

Counselor aides have greatly facilitated access to counseling services by reducing the waiting time of clients before a disposition is made of their needs, inquiries, and requests.

MOTIVATION PROGRAM
(PBRS #211-04-555)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume.

The Motivation Program (MP) offers 10th-, 11th-, and 12th-grade students a wide variety of cultural enrichment, curriculum enrichment, and tutoring experiences designed to motivate them to seek some form of post-high school education, with emphasis on college.

The Motivation Program is located in 15 secondary schools. This report considers only the 12 schools receiving federal funds under ESEA, Title I.

The primary objectives of the Motivation Program are the following:

Objective 1. To involve and encourage more students actively to seek post-high school education.

Objective 2. To encourage motivation for learning as measured by improved attendance and reduction of lateness.

The findings of 1970-1971 indicated that the Motivation Program was successful in encouraging students to seek post-high school education. In equal samples, approximately twice as many Motivation as non-Motivation students (with similar I.Q.'s and academic backgrounds) were accepted into colleges and other post-high school programs. However, these findings were based on a relatively small sample. Therefore, verification of these findings was sought in the current 1971-1972 school year.

Current Evaluation Procedure

The evaluation for the 1971-1972 school year was focused upon three questions:

1. Have Motivation students been accepted into post-high school educational programs?

2. Do Motivation students have better records of school attendance than other students?

3. What types and categories of cultural activities are attended by Motivation students?

Question 1. Have Motivation students been accepted into post-high school education?

To determine whether graduated Motivation students have actively sought post-high school education, 200 questionnaires were sent to graduates representing all MP schools for the years 1968 through 1971.

The evaluator used a systematic stratified constant sampling process to create a sample with an equal number of students from each graduating class. Because some schools do not keep Motivation records by year, and because it was desired to include at least one student from each graduating class from each school, the sampling process was modified to create a more representative sample. In addition, interviews were conducted with current Motivation students to determine their post-high school plans and their efforts to implement their plans. Interview and questionnaire data were obtained for project participants and graduates from all of the participating schools.

Question 2. Do Motivation students have better records of school attendance than other students?

Daily attendance records of Motivation students were obtained for grades 11 and 12 in all the participating high schools and were compared with citywide daily attendance averages for the same grades.

Question 3. What types and categories of cultural activities are attended by Motivation students?

Cultural activity records were obtained from the participating schools. Information was obtained about the types of events attended by Motivation students, the number of tickets allotted to each school, and the total number of students that attended each event.

Results

Data relevant to Question 1. Have Motivation students been accepted into post-high school educational programs?

Of the 200 questionnaires sent, seventy-one were returned. Schools and graduation years of the 71 respondents are shown in Table 1.

Fifty-three (75%) of the respondents were currently attending a college or university (See Table 2). Nine (13%) had graduated from a college or university. (Forty-seven (66%) attributed their academic advancement to original interest generated by the Motivation Program.)

The graduates were asked what aspects of the Motivation Program gave them significant support and pleasure during their involvement in the project. Forty-one (58%) of the 71 responding cited the Motivation classes, 38 (53%) said cultural activities, 28 (39%) said the interaction with the Motivation coordinator, and 16 (22%) said the tutorial program.

TABLE 1

RESPONDENTS TO MOTIVATION PROGRAM QUESTIONNAIRE *

School	Total	Graduation Year				
		1968	1969	1970	1971	Not Ident.
Bok	7	3	2	2	0	0
Edison	4	1	3	0	0	0
Frankford	10	5	4	0	1	0
Franklin	2	0	0	0	2	0
Germantown	9	2	3	0	4	0
Gratz	5	1	3	0	1	0
Kensington	5	1	3	0	1	0
Overbrook	6	0	4	1	1	0
Penn	3	1	2	0	0	0
South Phila.	4	0	1	2	1	0
West Phila.	5	1	2	1	1	0
Not Identified	11	3	0	3	3	2
Total	71	18	27	9	15	2

*Follow-up of Bartram graduates was not possible because of that school's relocation of its Motivation headquarters.

TABLE 2

SUMMARY OF RESPONSES ON 71 MOTIVATION QUESTIONNAIRES

ITEM	NO. OF RESPONSES	PERCENTAGE OF RESPONDENTS
1. Currently in Post-High School Training		
Yes	53	75%
No	17	24%
No response	1	1%
2. Extent of Training		
College graduate	9	13%
Senior	16	23%
Junior	12	17%
Sophomore	14	20%
Freshman	6	8%
None of these	13	18%
No response	1	1%
3. Financing of Training*		
Scholarship	34	47%
Self-employment	19	26%
Parents	31	43%
Loan	25	35%
Other sources	9	12%
No response	5	7%
4. Most rewarding aspects of Motivation Program*		
Motivation classes	41	58%
Cultural activities	38	53%
Tutorial program	16	22%
Coordinator's support	28	39%
Other	5	7%
None	1	1%
No response	1	1%
5. Tried, or trying, to influence family and friends toward program		
Always	11	15%
Sometimes	20	28%
Seldom	6	9%
Never	31	44%
No response	3	4%

*Some respondents indicated more than one response to Items 3 and 4.

A summary of the interview and questionnaire data of the current 12th grade students in the program is presented in Table 3. The data indicate that of the 1,036 students reported, 781 (75%) had applied to colleges or other training programs. Of those applying, 556 (71%) were accepted. One hundred forty-four (26%) of the students reported that they received scholarships.

TABLE 3

SUMMARY OF POST-HIGH SCHOOL MATRICULATION STAGES ATTAINED BY 1,036 TWELFTH-GRADE MOTIVATION STUDENTS

Stage of Metriculation	Number of Students		
	Yes	No	Not Pending or Reported
Applied to School	781	139	116
Accepted by School	556	129	351
Received Scholarship	144	129	763

Tables 4 and 5 summarize career choices of current 11th- and 12th-grade Motivation students and graduates. Career choices of both groups covered a wide variety of occupational fields. However, the majority of students tended to prefer the areas of education and medicine. Three hundred two (16%) of the current students preferred the area of medicine and 291 (15%) preferred education. Twenty-five (35%) of the graduates said that when they were in the 12th grade they had chosen the field of education, and only 9 (13%) had preferred medicine then.

Data relevant to Question 2. Do Motivation students have better records of school attendance than other students?

Figures 1 and 2 summarize the average daily attendance (as percentages) for Grades 11 and 12. Average daily attendance patterns for 11th- and 12th-grade Motivation students compared favorably with citywide averages. Seven of the twelve 11th-grade Motivation classes were above the city average of 79%. Three of the seven had attendance rates above 90%: classes at West Philadelphia (94%), Bartram (91%), and Overbrook (91%).

In general, the attendance rate was higher for 12th-grade Motivation classes. Five 12th-grade classes were above the city average of 84%. Grade 12 also had three classes with attendance rates above 90%; at Bartram (93%), Edison (92%), and Overbrook (91%).

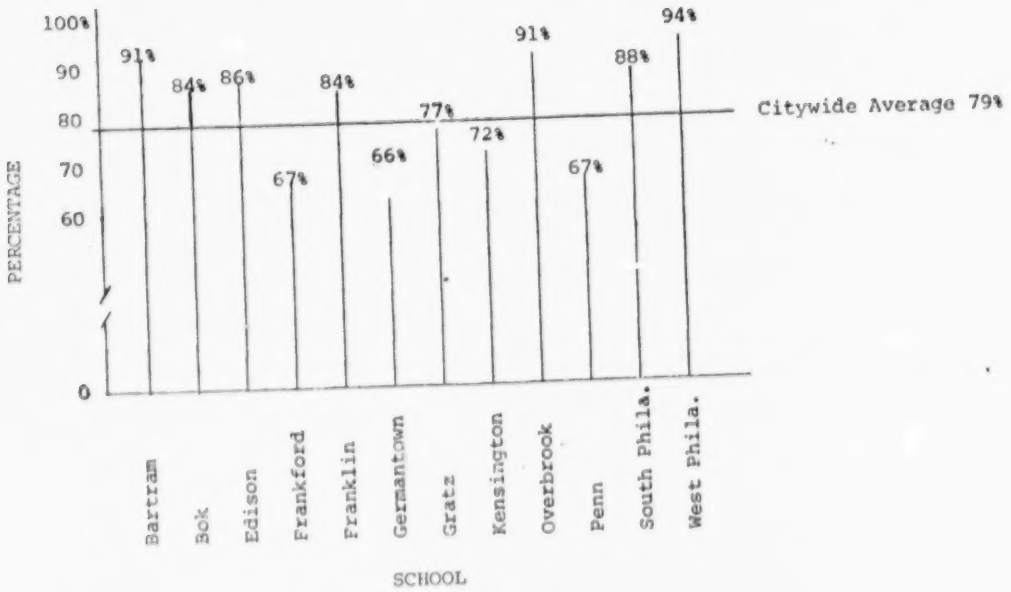

Fig. 1. Daily Attendance Rate: Grade 11 Motivation Students Compared with Grade 11 Citywide Average.

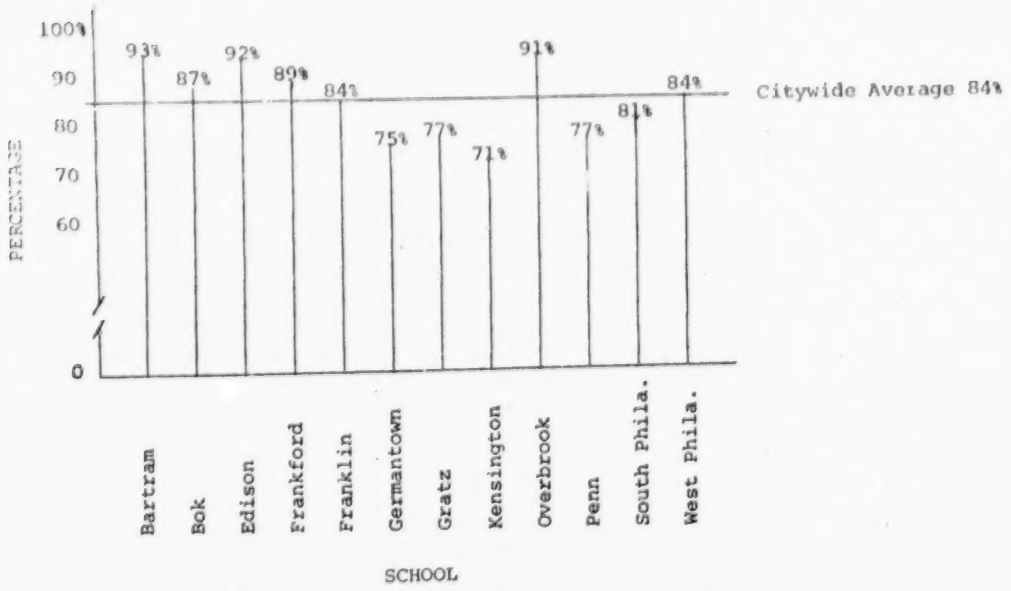

Fig. 2. Daily Attendance Rate: Grade 12 Motivation Students Compared with Grade 12 Citywide Average.

TABLE 4

CAREER CHOICES OF CURRENT MOTIVATION STUDENTS

Career	Grade 11	Grade 12	Total	Career	Grade 11	Grade 12	Total
Medicine: Health Svs.	147	155	302	Science-Space Physics	26	32	58
Education	133	158	291	Soc. Work	19	34	53
Clerical	39	37	76	Fashion: Decorating	13	9	22
College (Lib. Arts)	50	56	106	Engineering: Architecture	42	35	77
Law	25	38	63	Electronics	6	5	11
Psychology	15	28	43	Trade & Crafts	1	2	3
Bus. & Admin.	50	78	128	Communications	0	2	2
Com. Arts: Photography	7	17	24	Ecology	2	8	10
Data Process Computer Prog.	13	23	36	Not Decided	60	142	202
Ministry-Theology	5	5	10	Not reported	135	115	250
Service Occup.	17	16	33				
Entertainment: Sports	22	16	38	Total	861	1036	1897
Fine Arts	34	25	59				

TABLE 5

CAREER PLANS OF MOTIVATION GRADUATES

Career	Number of Respondents	Percentage of Respondents
Education	25	35%
Business & Management	11	15%
Medicine	9	13%
Law	5	7%
Electronics & Engineering	4	6%
Other	13	18%
No response	4	6%
Total	71	100%

Data relevant to Question 3. What types and categories of cultural activities are attended by Motivation students?

Cultural activity records of the schools revealed that the Motivation students had opportunities to attend a wide variety of cultural events. The number of events ranged from 139 for William Penn to 46 for Kensington. Plays and concerts were offered with greater frequency than other types of events. Table 6 displays types of events for all Motivation schools.

Activities were scheduled fairly evenly throughout the school year by all schools. While the number of students attending activities by grade level varied from school to school, across all schools and activities, the participation of 10th graders (8,605) was slightly greater than that of the 11th (7,453) and 12th (7,268) graders. Across all schools, there were more than 23,000 participants of Motivation students in some form of cultural activity at a total cost of $27,607, or an average cost of $1.18 per activity per student.

TABLE 6

SCHOOL PARTICIPATION IN MOTIVATION CULTURAL EVENTS

School	Plays	Sports	Movies	Dances	Ballet	Operas	Lectures	Concerts	Exhibits	Colleges	Others	Total
Bartram	12	4	10	5	7	8	4	19	7	3	33	112
Bok	19	12	7	6	10	10	7	35	5	7	1	119
Edison	18	9	4	0	2	8	15	3	12	12	0	83
Frankford	19	3	4	0	2	11	2	14	2	6	5	68
Franklin	12	0	0	0	2	9	14	5	0	10	10	62
Germantown	20	4	6	5	3	9	0	9	0	5	9	70
Gratz	16	0	3	3	1	11	4	17	2	7	3	67
Kensington	13	2	2	1	6	8	0	10	0	3	1	46
Overbrook	18	7	4	4	8	9	1	23	3	9	25	111
Penn	29	12	13	2	6	10	18	18	13	8	10	139
South Phila.	20	12	21	5	2	8	16	36	3	3	5	131
West Phila.	25	4	8	9	2	9	8	21	7	6	18	117
Total*	221	69	82	40	51	110	89	210	54	79	120	1,125

*Column totals include considerable duplication; e.g., several schools' Motivation groups attended some of the same events.

Conclusions

Question 1. Have Motivation students been accepted into post-high school education?

Yes, Motivation students have been accepted into post-high school education. Seventy-five percent of graduates responding to a questionnaire were enrolled in a college or university, and an additional 13% had already graduated from such a post-high school program.

In the current 12th-grade classes across all schools, 75% of the Motivation students had applied for post-high school education, and 71% of those who had applied were accepted.

Question 2. Do Motivation students have better records of school attendance than other students?

Yes, approximately two-thirds of all 11th- and 12th-grade Motivation classes are above citywide daily attendance patterns.

Question 3. What types and categories of cultural activities are attended by Motivation students?

Motivation students attend a variety of cultural activities during the school year. Across all participating schools, concerts were offered with greater frequency than other types of events, followed by plays, movies, lectures, and exhibits. Generally, more 10th-grade students attended the events than did 11th- or 12th-grade students. More than 23,000 Motivation student participations in some form of cultural activity occurred at an average cost of $1.18 per activity per student.

Evaluator's Comments

The majority of Motivation students have extensive contact with counseling personnel during the school year. However, it is the evaluator's opinion that more emphasis should be placed on career awareness and alternatives. Science, engineering, and teaching are the professions most affected by the recent job-market turnaround. Sixteen percent of the current Motivation students chose the field of education as their career. An oversupply of qualified applicants for a diminished number of openings in elementary and secondary schools was reported in all sections of the country in 1971. The scarcity of teaching positions is expected to become more pronounced as the decade progresses. In light of these factors, many Motivation students entering the field of education may have difficulty in finding teaching positions.

REFERENCE

School District of Philadelphia, Office of Research and Evaluation. Evaluation of Title I ESEA Projects, 1970-1971. Philadelphia: The School District of Philadelphia, August 1971.